

## Course Outline

<b>Course Code &amp; Title:</b> EDUC-1091 INSTRUCTIONAL METHODS	
<b>Department:</b> Teacher Education	<b>Program:</b> CAE and TECVC
<b>Credit Hours:</b> 3	<b>Term:</b> F2017SP
<b>Delivery Method:</b> <input type="checkbox"/> Class/Lab <input type="checkbox"/> On-line <input type="checkbox"/> Blended <input checked="" type="checkbox"/> 1-2 Weeks <input type="checkbox"/> Weekend	

### Course Description:

The focus of this introductory course is on the creation of effective learning environments and the use of teacher-centered strategies and techniques. The theoretical foundation and practical application of a variety of teaching approaches: lesson planning, questioning techniques, active lecture, and demonstration will be explored and critically assessed within the context of sound curriculum design principles and processes. The overall focus is on the application of newly learned information to the classroom. A classroom simulation will take place where the student's presentation is videotaped and reviewed for reflection and evaluation.

### Academic Requisites:

EDUC-1090 Introduction to Education

EDUC-1115 Foundations of Applied Education (TECVC students only)

### Student Commitments and Contact Times:

This course is scheduled over a 1-week period.

- **Monday-Friday 8:30 a.m. – 4:30 p.m.**
- **June 5 – 9, 2017**
- **Room F203 Red River College – Notre Dame Campus**

**Students are required to attend all scheduled class time.** Class discussions and activities often account for a significant part of student assessment, thus these experiences cannot be replicated by a "take-home" or "make up" assignment. In addition to regular class time students should expect to spend some time outside of each class reading and preparing written/practical assignments.

### Class Requirements and Attendance:

RRC is an applied learning institution and it is important to attend classes/participate regularly to achieve success. All **8 week** courses, in any delivery formats - you will be required to attend a minimum of 85% of designated class time to successfully meet course requirements. Any student's attendance that falls below 85% will be required to

meet with the program chair or designate and may be required to withdraw from the course. Missing 2 or more consecutive classes without notification will require the presentation of a physician's note or other suitable documentation. **One and two week or 3 weekend intensive format courses require 100% attendance.**

**Online learning environments** – you are expected to spend sufficient time working with the course materials to fully participate and address **all** scheduled course activities. You will be expected to participate in all scheduled synchronous activities throughout the course.

Instructors have the responsibility to ensure that academic honesty is maintained in all academic activities. **Students assume full responsibility for the content and integrity of the coursework submitted.**

Students who submit written work that is deemed to be below acceptable standards for a professional program may be advised to seek additional support to improve specific skills.

## Student Accommodation

If you are a student with a disability and require reasonable accommodations, you are encouraged to discuss this privately with your instructor to facilitate greater understanding of your learning needs. To receive accommodations, you also must connect with Counselling and Accessibility Services who will assist in developing and implementing your accommodation plan. You can contact Counselling and Accessibility Services in person at NDC (D102) or EDC (P210) or by filling out the online intake form which can be found on our website at: <http://blogs.rrc.ca/accessibility/>.

## Instructor Information

Instructor	Eva Brown
Email:	<a href="mailto:ebrownorama@gmail.com">ebrownorama@gmail.com</a> or <a href="mailto:ebrown38@rrc.ca">ebrown38@rrc.ca</a>
Office phone:	204-632-2110
Office hours:	by appointment

## Student Readiness

### Technology & Equipment Readiness:

Various computer labs are located throughout both the Notre Dame and Princess Street Campuses. Labs are available for general use when not scheduled for class use. Schedules are usually posted on the lab door. Labs may be accessed after hours using your student card. If you require the use of specific computer programs, please consult your instructor for appropriate lab locations. Food and drinks are not permitted in any of the computer labs. Your instructor will advise you of the rules and regulations regarding proper lab conduct, or you may refer to Policy A20 –Acceptable Use of Computer Facilities

<input checked="" type="checkbox"/> Computer	<ul style="list-style-type: none"> <li>▪ access to a computer</li> <li>▪ Internet browser</li> <li>▪ speakers or headphones</li> </ul>
<input checked="" type="checkbox"/> Software	<ul style="list-style-type: none"> <li>▪ Google Chrome or Firefox browser (IE does not work well with LEARN)</li> <li>▪ <a href="#">Adobe Reader</a></li> <li>▪ <a href="#">Adobe Flash Player</a></li> <li>▪ <a href="#">Java software</a></li> <li>▪ media player of your choice</li> </ul>
<input checked="" type="checkbox"/> Internet	<ul style="list-style-type: none"> <li>▪ high-speed connection</li> </ul>

### Course Resources:

Resources will be posted to the course site (<http://rrcinstructionalmethods.wikispaces.com/>)

### Suggested Textbook (optional):

Title	Author	Publisher	ISBN	Additional Information
Teaching Strategies A Guide to Effective Instruction 11th Edition	Orlich, Harder, Callahan, Trevisan, and Brown	Nelson Education	978-1-305-96078-7	N/A

## Student Learning

### Learning Outcomes:

By the end of this course of study, students should be able to:

1. Compare and contrast several theories related to how individuals learn, including: principles of adult learning, constructivism, skill development, and behaviorist and humanistic perspectives.
2. Describe the critical elements of an inviting safe learning environment and strategies for creating such environments.
3. Describe the relationship between teaching/learning strategies and the other elements of curriculum design: intended learning outcomes, learner needs, constraints, teaching resources, content, audio/visual materials and evaluation of learning.
4. Develop and deliver one or more active lecture/demonstration microteaching sessions utilizing questioning techniques and including comprehensive lesson plans and technology audio/visual aids.
5. Analyze and evaluate the critical elements and effectiveness of a microteaching session. This analysis and evaluation must be grounded in research and literature presented.
6. Recognize and display professional attitudes and practices.

## Instructional Schedule and Dates:

As posted on the course site ( <http://rrcinstructionalmethods.wikispaces.com/>)

**NOTE:** Dates are subject to change based on the needs of the students at the instructor's discretion. Students will be notified ahead of time of any changes.

## Assessment and Evaluation:

Assessment	Weight
Presentations	45
Assignments	45
Professionalism ( <i>see course specific policies</i> )	10
Total:	100%

Your official grade for this course will be verified by the College Registrar and will appear on your official Red River College grade statement. Marks recorded in LEARN are not final and may be adjusted by the instructor.

### Minimum performance requirement for this course:

All course work must be completed to the satisfaction of the instructor and a minimum grade of 'C' attained to receive credit for this course.

**Note: EDUC-1090, EDUC-1091 and EDUC-2092 require a minimum grade of 'B' to receive credit.**

### Minimum performance requirements for this program

You must maintain a minimum GPA of 2.0 at the end of each term to progress in all Teacher Education Programs.

## Letter Grade Distribution:

A+	4.5	90 to 100%
B+	3.5	75 to 79%
C+	2.5	65 to 69%
D	1.0	50 to 59%

A	4.0	80 to 89%
B	3.0	70 to 74%
C	2.0	60 to 64%
F	0.0	0 - 49%

## Recognition of Prior Learning (RPL):

RPL (also known as PLAR – Prior Learning Assessment and Recognition) is a process in which individuals have the opportunity to obtain credit for college level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which documents and compares an individual's prior learning gained from prior education, work and life experiences and personal study to the learning outcomes in College courses/programs. For more information about RPL at Red River College, refer to the RPL website at: <http://blogs.rrc.ca/advising/rpl/>.

For general information and assistance with RPL, contact Red River College's RPL Advisor at 204.632.3094.

## Course Equivalencies:

Contact the Teacher Education Academic Advisor if you have a credit for an equivalent course from a recognized post-secondary institution to discuss the possibility of credit transfer. Minimum grade of "C" required for credit transfer.

## Program Policies:

As a student in the Teacher Education Program (Part-time Technical Vocational & CAE) you must maintain a minimum of a "B" grade each of the following courses to progress to the next; **Introduction to Education EDUC-1090, Instructional Methods EDUC-1091 and Advanced Instructional Methods EDUC-2092.**

*Part-time Technical Vocational students (only) – A minimum of a "B" grade is required progress to the associated practicum component; PRAC-3002 Student Teaching. You will be allowed a maximum of **two** attempts (including voluntary or involuntary withdrawals) at any of the methods courses and/or the associated practicum weeks including the practicum block PRAC-3002. Failure to successfully complete a second attempt of a methods course or practicum will result in removal from the Teacher Education program.*

### Progression Requirements

Individual course outlines will identify progression requirements for the specific subject areas. Should a student's grade point average fall below 2.0 in any term, they will be placed on academic probation and be required to meet with the Teacher Education Program Chair or designate to determine an appropriate plan of action.

If a student's GPA does not improve after appropriate actions have taken place, the student will be required to formally withdraw from the program.

### Course Withdrawals

You may withdraw from a course at any time. In order to have your course grade reflect this you are required to complete a course withdrawal form and submit it to student services at least 3 weeks prior to the last day of the term of study.

#### **Course Withdrawals (on-site, on-line, blended or eTV/studio: 8 - week courses)**

You may withdraw from a course at any time. However, in order to have your course grade reflect a voluntary withdrawal, you are required to complete a course withdrawal form and submit it to student services at least 3 weeks prior to the last day of the term of study.

#### **Course Withdrawals (3 – weekend courses)**

You may withdraw from a course at any time. However, in order to have your course grade reflect this you are required to complete a course withdrawal form and submit it to student services before the final weekend of the course.

#### **Course Withdrawals (1 and 2 week courses)**

You may withdraw from a course at any time. However, in order to have your course grade reflect this you are required to complete a course withdrawal application and submit it to student services before the 3<sup>rd</sup> day of the class.

## **Program Withdrawals**

You may withdraw at any time during your program of study by completing a program withdrawal application. This form must be signed by the Teacher Education Department Chair or designate. It is advisable that you speak with the academic coordinator prior to making this decision to discuss options that may be available to you.

## **Course Policies**

### **General Academic Policies:**

It is the student's responsibility to be familiar with and adhere to the Red River College (RRC) Academic Policies and Procedures. These Policies and Procedures can be found on the RRC website in the Student section at <http://www.rrc.ca/policies>.

### **Discrimination and Harassment:**

Members of College Community are entitled to work and learn free of discrimination and harassment. The College must ensure, so far as is reasonably practicable, that no member of the College Community is subjected to discrimination or harassment in the Workplace or Learning Environment. To view the complete policy click on the link below:  
<http://www.rrc.ca/policies>

### **Academic Integrity:**

For any assignment, test, or exam, the copying of answers or files from another student, the providing of answers or files to another student, or the copying and pasting of information directly from the Internet without proper reference, is a violation of academic integrity and may lead to disciplinary measures. To view the complete policy click on the link below:  
<http://www.rrc.ca/policies>

### **Student Evaluation of Instruction:**

As part of the College's practice of continuous improvement, students will be invited to provide feedback on their academic experience in the program's courses.

To facilitate this process, each student will be given the opportunity to provide anonymous online feedback for each course in which they are enrolled. At end of the course, a link will be provide as a News item within the course LEARN site.

If you are unable to participate in the feedback process contact your program coordinator. Your feedback is very important. Participation is valued and appreciated.

### **Course-Specific Policies:**

All assigned coursework must be completed **to the satisfaction of the instructor** in order to receive a final grade in this course. The expectation is that students will complete assignments on time as per deadlines stated in the course outline, assignment package or in LEARN. The instructor must approve any extension, and no assignment will be accepted after the last day of the term unless stated otherwise in the course outline, assignment package or in LEARN.

All late or missing assigned coursework will receive a grade of zero unless an extension has been approved by the instructor. All extensions must be negotiated with the instructor based on a verifiable extenuating circumstance, a minimum of one day prior to the assigned due

date. Students must be in class for tests and exams on the scheduled date or they will receive a mark of zero. There are no supplemental examination privileges in this course.

As a future teacher or practicing professional, please show respect for your instructor and fellow students. Items such as cell phones or other media devices are to be used responsibly for learning purposes and class activities. Students are expected to be on task at all times and not use these devices for personal reasons. They should be put aside and silenced when not required for learning. In times of needing your phone or to use the washroom, please excuse yourself at an appropriate time from the room. As a future teacher or practicing professional, demonstrate behaviours you would expect from your class.

Professionalism is expected of Teacher Education students at all times. The criteria used to evaluate a student's professionalism in this course, is based on the Public Schools Act (Manitoba Regulations 23/2000), Manitoba Teachers' Society Code of Professional Practice, RRC's Student Rights and Responsibilities and Professional Suitability policies. Complete policies can be viewed at: <http://www.rrc.ca/policies>

Students are expected to **consistently demonstrate all of the behaviours** outlined below.

- ✓ Attend class and be punctual (online, engaged and regularly participates in online courses)
- ✓ Complete assignments as outlined and on time
- ✓ Participate actively and respectfully in class discussions
- ✓ Contribute positively to group and class dynamics through actions and words
- ✓ Take responsibility for actions and words that negatively affect the learning environment
- ✓ Be open to and supportive of the thoughts, opinions and contributions of others in a group
- ✓ Incorporate feedback from peers and instructors
- ✓ Seek out necessary information or guidance from appropriate resources regarding knowledge, process and the incorporation of feedback
- ✓ Interact professionally with colleagues and instructors
- ✓ Address challenges that may interfere with the ability to fulfill any or all student responsibilities with the appropriate people in a timely manner

Students whose behaviour negatively affects the learning environment will be subject to removal from the course or the program.

See policy **A9 Professional Suitability**

<http://www.rrc.ca/policies>

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**Date Revised:** May 30, 2017

## Authorization

This course is authorized for use by:

  
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Chair, Teacher Education

June 1, 2017  
\_\_\_\_\_  
Date